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ABSTRACT

Over the past 10 years, Austin Community College (ACC) has expanded college offerings from 41 degree programs, 24 degree options, and 1 certificate program to 60 degree plans, 35 degree options, and 22 certificate programs. In addition, ACC has grown from an enrollment of 13,000 credit students to over 24,000 students. During the past 5 years, minority full-time faculty have increased from 12% to 20% of the faculty. Changes in the economy, growing enrollments, demands of local businesses, new legislative mandates for minimal skills competency among degree students, and lagging state funding require careful planning to meet the institution's future needs. Consistent with its focus on accessibility and flexibility, ACC has plans to: (1) initiate new curricular programs in service sector occupations; (2) become a continuing education center for governmental employees; (3) develop a pre-education curriculum for future teachers; and (4) include an entrepreneurship track in the mid-management curriculum. To help meet the demands for a world class workforce, ACC will develop articulation agreements with independent school districts and adopt a core requirement in computer competency. To better fulfill its fourfold mission of quality, flexibility, accessibility, and diversity, ACC will implement an honors program, an international studies curriculum, 2 + 2 programs, and a mentoring program for underprepared students. Other college goals include increasing the number of minority instructors, developing a minority leadership program, and establishing a mentorship program for minority secondary school students. (JMC)

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ACC 2000

Building a Future Together

JC900492

Austin Community College

Proactive Long Range Plan

July 1990

Dan Angel
Adriana Barrera

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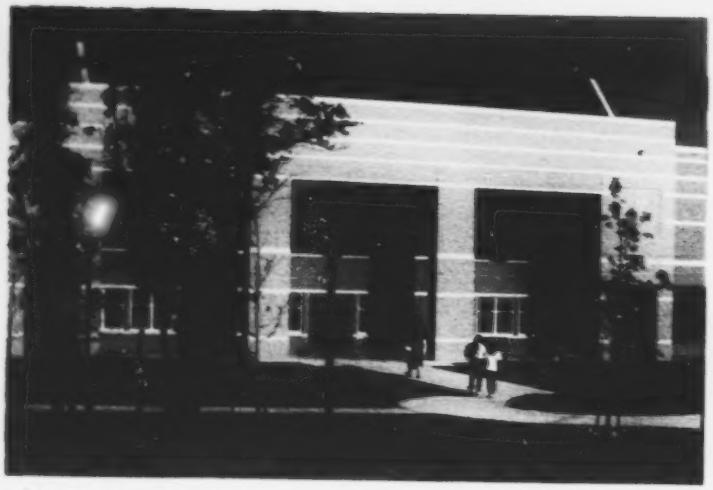

Northridge Campus

Rio Grande Campus

Riverside Campus

ACC 2000

The Austin Community College District

Proactive Long Range Plan

"Our ambition?
To be the best.
What else is there?"

Lee Iacocca

AUSTIN COMMUNITY COLLEGE

Dr. Dan Angel, President

P.O. Box 140526 Austin, Texas 78714 512 483-7612

July 4, 1990

Dear Colleague:

Austin Community College has achieved great success over the past decade: a local tax base, new campuses, fantastic student growth, and a greatly enhanced local, state, and national reputation.

The past ten years have been fulfilling and satisfying. Viewed from any angle, ACC is more than it was ten years ago---much more!

In 1990 we are visible, innovative, and successful.

But what does the future hold?

That subject has been center stage for the past two years and this proactive plan, "ACC 2000," promises to stretch and challenge us as never before.

With this document we have put our footprint on the future.

We have marshalled our forces and harnessed the vitality, the vigor, and the vision to boldly step toward 2000.

When I arrived in Austin in January 1985, I said I wanted Austin Community College to do two things: "To be one of the biggest and one of the best."

We have already achieved these goals.

The **best** is yet to come.

Let's go for it!

Dan Angel
President

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Background

Since opening in 1973, Austin Community College (ACC) has struggled to match massive student enrollment growth with space, resources and a quality instructional program.

Twelve shoestring years ended when on March 15, 1986, the citizens of the ACC district approved a local tax similar to that of the other 48 community college districts in Texas.

That financial stability has allowed ACC to expand significantly its facilities and services. Figure 1 shows this growth from two centrally located campuses to six campuses strategically located throughout the district to promote our accessibility.

Until now, ACC's growth has driven its planning process. Current favorable external factors and hard-earned internal stability have presented the College with an opportunity to take a proactive rather than a reactive stance in viewing the future.

To initiate the long-range planning process Dr. George Keller, a nationally recognized consultant on strategic planning, conducted a workshop for Cabinet members in December, 1987. In February, 1988, Dr. Keller met with members of the Board of Trustees as part of their planning retreat.

Later in the same semester Dr. Florence Brawer and Dr. Arthur Cohen conducted a seminar for Academic Council members in which they discussed innovations in instructional methodologies and strategies.

In July, 1988, President Dan Angel convened a special meeting of the Cabinet to discuss possible scenarios for ACC's long-range planning efforts. This meeting was followed by Dr. Keller's address before the faculty convocation marking the start of the 1988-89 academic year. He discussed national issues impacting higher education as evidenced by consumer and demographic trends.

Dr. Jim Owen, president of Piedmont Community College, met with vocational-technical faculty and administrators in the Adult Basic Education, Continuing Education, and Business Technology Programs in the fall of 1988. He discussed the increased viability of partnerships with business and industry, particularly regarding program design and implementation.

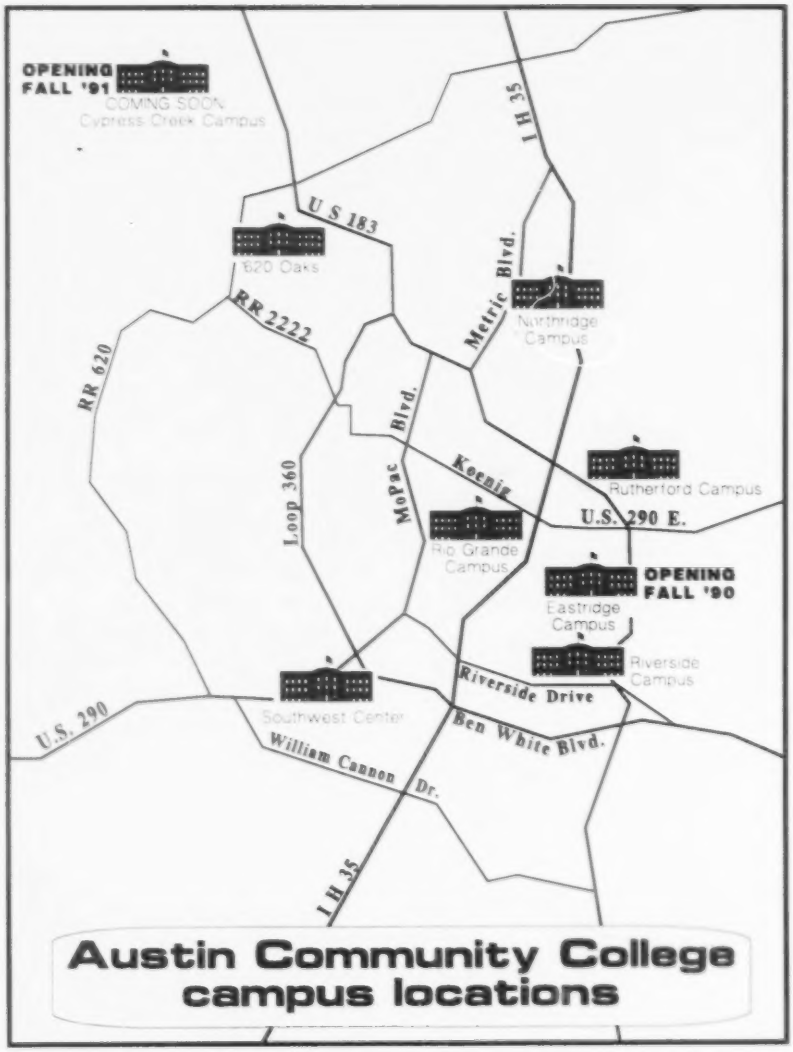
These discussions led to the development of the College's strategic long-range planning process, ACC 2000, outlined in a guidebook written prior to initiating further activities. A library of resource materials pertaining to long-range planning, including requested master plans from the 100 largest community colleges in the nation, was established.

"With this document we have put our footprint on the future."
Dan Angel

Dr. Max Tadlock, a highly respected educational consultant specializing in community college issues, conducted a community charrette (forum) discussing the district's future to the year 2000 (see Appendix A for a list of the charrette participants). Recommendations from the charrette were formalized and incorporated later into committee discussions.

During the spring of 1989, numerous experts from across America were brought to Austin to meet with the long-range planning committee. The list of educational leaders reads like a Who's Who in American Higher Education (see Appendix B).

The president's Cabinet, chaired by Dr. Angel, served as the ACC 2000 steering committee. A Cabinet member chaired each of nine (9) committees.



A statement of belief

From the first semester in 1973, Austin Community College's (ACC's) hallmark has been an emphasis on people. A decade ago it was referred to as "courteous and caring"; today we are "user friendly". ACC 2000 reaffirms the district's **commitment to people.**

As a college community, we believe in educational programs, activities and employment practices that are performed in a well-planned, effective and caring manner. To this end we will:

- **conduct training** for all College employees to increase their sensitivity to, concern for, and interest in humane attitudes toward others
- **identify student needs** during special events such as registration, assessment and academic advising and provide training which meets these needs

We believe that learning is an active process and **students are equal partners** in that process. We believe that to relieve them of this responsibility is to do them a disservice in a world which requires responsibility for personal action. To this end we will:

- **set high expectations** for student behavior
- incorporate **civic literacy** and social responsibility as part of every student's education

We believe in the recognition of and response to major **demographic changes** including: increasing minority populations, an aging population, changing family structure and a growing school drop-out population. To this end ACC will:

- develop greater social, cognitive, physical and emotional **responsiveness to demographic changes** in the community
- provide programs which **enhance employees' understanding** of district demographics

In order to further the district's commitment to everyone who could benefit from its programs and services, ACC has moved forward in off-campus programming. As both responsiveness and accessibility helped shape its future, the college district has moved to reach out to Austin's surrounding communities and to business, industry and governmental institutions. **Regional planning** for vocational education and training, once only a remote possibility in discussions on eliminating duplication of effort, is now legislatively mandated. This movement comes as a natural extension of what the college district has been doing in confirming its **regional responsibilities.**

We believe in collective efforts which help remove artificial barriers and provides **increased access** for students. To this end ACC will:

- provide **flexible instruction** where, when and how it is needed
- continue to evolve as a **regional** community college district

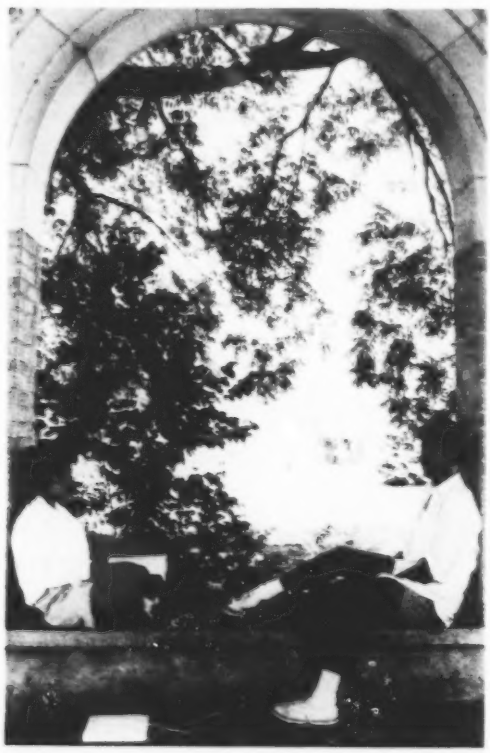
Katherine Staples
Piper Professor Award recipient

Throughout its history, the ACC district has been recognized for the **quality of its instructional programs** and its **outstanding and dedicated faculty**. This recognition is no small accomplishment. Until very recently, the district had been characterized by its limited resources, overcrowded facilities, inadequate student parking, lack of a tax base and rapid growth in enrollments. While the college district has become an **active community partner** through its participation in cooperative **adult literacy** and **summer reading programs** for children and in **economic development** initiatives, its future rests on its instructional reputation. As the economy continues to change, population shifts occur and calls for service by the community and area businesses are heard, the quality of its educational offerings, as well as its accessibility, become a mandate which cannot be ignored or slighted.

A look back

Ten years ago, the college catalog listed forty-one degree programs, twenty-four degree options and one certificate program. The College enrolled 13,000 credit students. It owned no real estate and had no taxing authority.

Students attended classes at one of two cramped and deteriorating full-time campuses (Rio Grande and Ridgeview) or two evening centers (Crockett and Reagan). Students could also attend classes at the Skill Center for block-time courses, at a local hospital for allied health sciences courses, and at approximately twenty (20) other very limited instructional sites.



Now in its seventeenth year, the ACC district has six full-time campuses, and forty teaching sites.

A current view

On March 15, 1986, a successful tax base election was held. Although it is the sixth lowest of 49 in the state, the tax base, and revenue bonding have enabled the district to acquire 250 acres of land and build two major campuses. A third new campus will open in 1991.

Now in its seventeenth year, the ACC district has six full-time campuses, and forty teaching sites. The District Administrative Offices and the Business Technology Center have been enlarged, upgraded, and relocated making them readily accessible to the district's facilities, personnel and students.

The College district is distinguished by a still-growing enrollment of over 24,000 credit and 10,000 non-credit students. Instructional programs have increased to **sixty degree plans**, with thirty-five options and **twenty-two certificate programs**. During the past ten years, the balance of arts and sciences to vocational technical programs has remained relatively stable at a 2:3 ratio, but enrollments indicate the reverse. **Off-campus** operations and **non-traditional** instruction constitute 25% of the district's enrollment with classes being offered throughout a five-county area.

The full-time faculty has grown 42%, from 147 to 253 instructors during the last ten years. Taking a strong affirmative action stance, College administrators, division chairpersons and department heads have recruited additional minority instructors to join the faculty ranks. **ACC has gone from a 12% minority full-time faculty to 20% in the past five years.**

Since 1980, the ACC district has shown a 43% growth in student enrollments. Minority student enrollments have increased by 45% during the same period. Another notable trend is the increase (52%) in the proportion of students attending day-only classes.

Student enrollments have increased in all demographic categories: Hispanic student enrollment has increased by 53%; African Americans by 25%. Growth among the 31-40 age group has occurred at a much greater rate (54%) than for the 17-22 and 23-30 age categories at 41% each. Female student enrollment growth (40%) is slightly ahead of that of male students.

These growth trends indicate that the district's future growth will see more Hispanic, female and older than average students. Translated into instructional and student support service programs, these changes imply a need to serve a student population that may be academically under-prepared and economically disadvantaged.

No one has a crystal ball, but ACC can continue to expect two things: increased enrollments and increased ties to the communities it serves.

By 1995, enrollments in the college district are projected to grow to 30,000 credit students; There will be 35,000 students by 2000! The college district must adapt to its growing and diverse student population while maintaining standards of **quality** instruction **and accessibility**.

A look to the future

Legislative Impact

Legislative mandates, demographics and changing workforce requirements will substantially alter the ACC district as it exists today. We must plan now to meet the challenges of tomorrow. The Texas Legislature created the Texas Academic Skills Program (TASP) with implementation starting Fall, 1989. Modeled after the Florida and New Jersey mandatory assessment programs, the Texas program prohibits community colleges from awarding associate degrees to students who do not demonstrate basic skills competency as measured by the state's assessment instrument. TASP's long-range effects are unknown, but we anticipate at least two major outcomes:

- increased enrollment in remedial, or developmental studies, courses
- restricted enrollment in many credit courses

A second legislative factor impacting the ACC district is state financial support. **State funding continues to lag** behind increasing costs, and we can continue to expect modest funding for much of the next decade. ACC has a $0.05 cap per $100 property valuation tax base. Additional funds will be needed over the next decade and they must come from one or more of several sources:

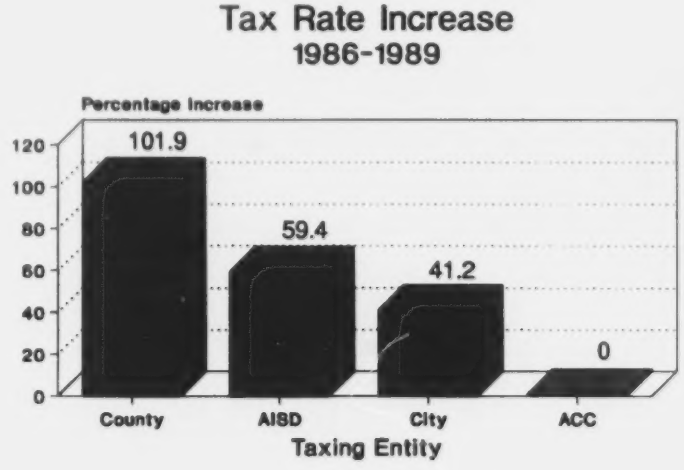
1) the state legislature
2) an increase in land value
3) student tuition and fees
4) the federal government
5) grants
6) district expansion
7) revision of the $0.05 cap
8) local support from business and industry

Figure 2 shows the tax rate increases between 1986 and 1989 of the taxing authorities within Travis County. Revising the cap does not seem a viable alternative presently.

Recent federal welfare reform legislation, a third factor, allows welfare recipients for the first time to use college courses to meet their job training requirements. These students will help to level out the enrollment declines of the 1990's caused by decreasing numbers of traditional age students. However, nontraditional students are typically high-cost students, needing more tutoring and counseling services. Yet, to be successful, we must justify the additional costs to the state agencies funding the program. We, as a college community, must prepare faculty and staff to meet the special needs of these new students.

In meeting the challenges posed by legislative mandates, ACC will:

- reaffirm the district's commitment to **serve people from all walks of life**
- provide a **student success program** for developing motivation, clarifying goals enhancing learning skills and generating commitment to success in college
- focus the College resources on the **retention** of high-risk students



We must plan now to meet the challenges of tomorrow.

Workforce and Demographic Imperatives

The natural evolution of the national economy from agriculture to manufacturing to service industry will intensify through the year 2000. Manufacturing and related jobs are projected to drop from the current 21% to 17% of the Gross National Product. Concomitantly, jobs in service industries, those not producing tangible products, will experience phenomenal increases. As manufacturing declines, however, service industries must become more productive in spite of a widening gap which exists between skill requirements of the service economy jobs and the low skill level of new job entrants.

The rapidly increasing disparity of student skills and workforce population needs may be the most important single challenge facing us from now to the turn of the century. Nationally, those entering public school now (and college by 2000) have exceptionally high at-risk statistics:

- 40% will have divorced parents by their 18th birthday
- 24% will live in poverty
- 30% will be latch-key children, coming home to empty houses
- 14% will be illegitimate
- 15% will be physically or mentally handicapped
- 10-15% will speak a language other than English
- 10% will have very poorly educated parents

Of the current workforce needed to prepare for the year 2000,

- 75% of the workers are adults now
- 40% are illiterate or marginally so
- 15% have skills that no longer fit the economy
- 60% of working-age women will have jobs, comprising two-thirds of all new workers
- 30% of new job entrants to the labor force will be minorities

From now to 2000, the workforce will grow more slowly than anytime since the 1930s. The average age of the population and workforce will rise while the pool of young workers will shrink. The year 1983 was a watershed year: those 65 years of age and older outnumbered teenagers for the first time ever and will continue to do so during the lifetime of anyone now living.

As a community college district committed to the fulfillment of twin educational goals of **accessibility and flexibility**, we will:

- initiate **new curricular programs** in service sector occupations such as regional police and fire academies, recreational leadership programs, horticulture/golf course management, commercial music sound and performance technologies and metal fusion technology (formerly, welding)
- seek to become the **continuing education** center for local and regional government employees for both their professional and personal development
- develop a **pre-education curriculum** to encourage future teachers, especially among minority students, to meet the predicted shortage of public school and college instructors during the 1990s
- include an **entrepreneurship** track in the mid-management curriculum to prepare students not only for initial employment but also for business ownership, targeting the increasing number of women and minorities in the workforce and the "cottage industry" pioneers

World Class Workforce

While 68% of current college graduates can use computers, only 16% of high school dropouts can do so. Likewise, two-thirds of those with incomes of $35,000 or more know how to operate computers; only 23% of those earning $7,500 or less have such expertise. Jobs in the middle skill range today will be the least skilled jobs of tomorrow. Currently, 9% of the new jobs can be performed at the lowest skill level, but by the year 2000, the same will be true for only 4% of the new jobs.

These statistics indicate that our under-educated and under-privileged segments of society will continue to be disenfranchised from the workplace. To avoid massive unemployment in the near future, we must prepare students to be proficient in both basic and job skills.

The ACC district believes that the key to a better future lies with educational achievement. In building our future together, we will:

- determine the projected **manpower and educational needs** of the district's service area
- develop **articulation agreements** with area independent school districts similar to those already being piloted with the Leander Independent School District in electronics and telecommunications
- introduce a system of **flexible scheduling** that presents traditional curriculum in intensive time frames to meet the needs of area employers
- adopt a **core requirement** that all degree recipients will have completed a competency-based computer applications course
- plan **economic development initiatives** and industry training programs with the Business and Technology Center and college credit programs working jointly
- establish an **Industry Specific Training Committee** with representatives from the Business and Technology Center, Off-Campus Operations Office, and Technology/Industry Division for the delivery of comprehensive customized instruction

Internal Work Culture

For the district to achieve the goal of providing quality educational services to students, as well as to business and industry, close attention must be given to the faculty, staff, administration and Board of Trustees. All employees, regardless of their job titles, must see themselves as involved in the delivery of educational services. The mission of the college and the community college philosophy must be clearly communicated throughout the district's workforce. To assist in the development of the concept of a **Shared Vision**, ACC will:

- expand employee **orientation sessions** to include a broad range of topics such as the district's mission, organizational structure and service to students
- prepare and distribute an employee handbook, which in addition to information on benefits and general orientation information, **will build institutional values** and expectations of the ACC culture
- empower individual employees through a process of **team building** in which the team is focused on student success and in which the strengths of each team member are maximized

The ACC district believes that the key to a better future lies with educational achievement.

We have made great strides in creating a consistent employee classification review system and in offering competitive wages. We must continue to develop a district workforce which is paid fairly, which is protected with adequate benefits, which has clearly defined job descriptions and which is regularly evaluated both formally and informally. To this end, we will:

- emphasize the on-going **professional development** of the internal workforce
- commit to the **recruitment and retention of top quality** faculty, professional and classified staff
- recognize part-time instructors as **vital educational partners** and as an important recruitment pool for the employment of full-time faculty
- continue to recruit minorities and women through their **early identification** while they are enrolled in teacher training and other degree programs (grow our own program)
- develop a **mentoring program** for these potential employees to communicate to them the rewards of a community college employment career with the district
- review periodically the **salary structure** and benefit packages
- evaluate annually the **job performance** of each employee in the district workforce

Hiring the right people, telling them what is expected of them, compensating them fairly and providing feedback on performance is not enough to make an institution dynamic. To do that, there must be an **understanding** of what the institution is trying to accomplish and a **commitment**, or buying into those goals. To that end the district will:

- maintain **open communications** throughout the district using a variety of meeting formats and regular internal publications
- encourage **workforce innovation** and institutional improvements by establishing an employee recognition and incentive program
- share problems and develop **comprehensive approaches** which lead to the understanding of the roles to be played in problem resolution
- recognize exemplary **employee achievements** at all levels of the organization
- foster **institutional traditions and culture** through planned social activities for the college community
- support employee personal and professional **renewal** to include campus workshops, employee-led seminars, annual retreats, intercollegiate faculty exchanges, continuation of the sabbatical leave program and participation in state and national conferences
- initiate a cross-disciplinary **leadership development** program, Leadership ACC, highlighting during "regular" workshops key administrative and managerial functions

Every organization must be vigilant in sustaining the welfare of its workforce and in recognizing potential problems which can slowly erode institutional effectiveness. The ACC district is no different. We must face squarely the issues confronting us during the next decade to:

- **reduce part-time** to full-time faculty proportion district-wide
- institute **faculty salary schedules** among the top ten community colleges in Texas

As workplace demographics change, the number of jobs requiring a two-year associate degree will increase.

Dr. Dan Angel, President of ACC.

Academic Excellence

As workplace demographics change, the number of jobs requiring a two-year associate degree will increase. We must be ready to meet the demand by students and employers. Although the college district may anticipate growth in vocational-technical education because of labor market shifts, the balance between these programs and arts and sciences programs will need to be maintained. To that end we will:

- recognize that college **transfer** to four-year institutions is a critical part of our mission,
- double the number of **associate degrees**
- use **continuing education** programming to teach new skills and technologies to those already in the labor force.

In the year 2000, the district will continue its commitment to our belief that **everyone** in the community is entitled to an education. The diversity of our students then will be even greater than it is now; the connections between a literate, adaptive population and a stable, growing economy will be clearer. The bigger picture of a variety of educational services and options will be more generally understood in the district's service area and most particularly among its internal work culture. This diversity, this responsiveness, and this broad spectrum of educational offerings is the true key to maximizing the human potential inherent in all our students. For the ACC district, the importance of recognizing opportunities, of being flexible and adaptive and of having both high standards and a student oriented philosophy of administration will be crucial components necessary for enhancing quality.

A statement of purpose

The institutional purpose, or mission, is the set of belief statements which convey the core meaning for the establishment and continuation of the college. Recently, college trustees, administrators, faculty and professional/technical staff came together and examined the role and scope of the ACC district as part of the planning process.

Mission

Austin Community College is an educational institution **committed** to challenging individuals to explore new ideas and seek new opportunities.

The College mission is to provide a wide range of high quality educational services which meet the needs of our willing partners in learning, both those who seek our services and those whom we must seek. The District shares a mutual accountability with all parts of the community. ACC will adapt to meet a growing range of individual and community needs.

The ACC district will fulfill its mission to the extent of its fiscal, legal and moral capacity in support of the following ideals:

Quality

- Emphasis on teaching excellence
- High educational standards
- A faculty and staff dedicated to the success of **all** students
- An environment conducive to personal excellence and growth,
- Assurance of transfer of arts/sciences courses to four-year institutions
- Relevance to employment needs of vocational/technical courses
- A plan for educational excellence which includes identification, placement, and retention of at-risk students

Flexibility

- Adapting to our community during times of rapid social and technological change
- Developing a curriculum which accommodates change
- Designing instructional methodologies and providing technological equipment relevant to a changing society
- Ensuring continued professional competence of faculty and staff at all levels

Accessibility

- An open door for all who wish to attend
- Assessment of entering student academic abilities
- A determination to **actively seek out** those who may benefit from a community college education
- The belief that every individual should have the opportunity to pursue a higher education
- A tuition and fee structure which promotes the open door
- Creative ways to provide services to the community

Diversity

- Understanding our world as one large, complex community
- Fostering a genuine appreciation of our multi-cultural community
- Promoting a genuine belief in the dignity, equality and value of every person

A mission of excellence

Quality

While specializing in remedial and other support programs aimed at improving success rates for non-traditional and high-risk students, the district continues to attract and serve the more traditional, or well-prepared, student. Such diverse learning levels in one educational institution requires that the institution provide in its curricula a multifaceted educational experience. We believe in an assessment of educational attainment, or **value added**, outcomes. In both credit and non-credit instruction, we must identify the desired changes in student knowledge, skill and behavior. Throughout the district we must identify the processes within the organization which will facilitate student success. With **quality** as an essential ingredient to our programming, ACC will:

- develop an **honors curricula** for outstanding students who excel in high school or who demonstrate exceptional abilities
- include **international studies** as part of the basic education of every student
- initiate a **student progress reporting system** as part of an early warning system to identify students who need assistance
- establish **two-plus-two programs** with the area's secondary school systems and its four-year post-secondary institutions
- maintain an **instructional data base** which records students' entry and exit level skills to assist instructors in conducting self and course assessments
- establish **mentoring** relationship between honors and at-risk or under-prepared, students so they may learn from each other
- coordinate and showcase **literacy** and other adult basic education programs as a first step toward college success
- establish a **development** office to raise funds for student scholarships and capital outlay
- conduct follow-up studies of **student success** in job-related and education efforts upon completion of, or withdrawal from, the instructional programs
- continue to expand the **assessment and advising** program in conjunction with instructional departments and divisions making these services available to all students
- pursue and solidify relationships, through off-campus operations and non-traditional instruction, with the secondary school systems within the college district's service area for the continued provision of instructional **programs at distant locations**
- create a college **placement center** to assist students who have attained job-related educational goals

Flexibility

The ACC district's reputation for meeting the changes and challenges in occupational fields is an established fact. The need for workers who can think and who are adaptable to change will be critical in the twenty-first century. In addition to the inclusion of critical thinking skills, personal values, ethics and interpersonal communication skills in the curricula (all valued skills in making the student a well-rounded person), attention must be focused on **international** events. To be flexible and adaptable, students must gain a global perspective of their lives; they must see and feel their relationships to the greater whole, which is all humanity.

The district, too, must think and act in a world-wide context. We must give way to new means of accomplishing ends. We must open our minds and be willing to learn new concepts and new methodologies. We must reach out to our students even more than before. To do so, we will:

- become more **innovative** in delivering instruction, such as multi-site transmission of classes to **distant learning** or low population density sites through the **instructional television** fixed service capability and cable television
- use **international studies** to encourage students and

Wherever the ACC district hangs its shingle, we must be prepared to serve our students.

- assist homebound students to pursue their educational goals (attainment of literacy skills, a GED certificate or an associate degree) using **instructional television** as a viable alternative in lieu of physically attending classes
- deliver continuing education programming **statewide** for government agencies and employees using the **Starlink** telecommunications network technology
- broadcast ITV courses in cooperation with other institutions of higher education and in partnership with private sector employers having multi-site operations and
- build upon the successes and advances of **non-traditional instruction** and media services offices to establish a telecommunications center for the college district

To be flexible and adaptable, students must gain a global perspective of their lives; they must see and feel their relationships to the greater whole, which is all humanity.

Accessibility

The ACC district has experienced tremendous enrollment growth since the Fall of 1973. As of January 1990, more than 200,000 people had taken credit courses in the district. Present facilities are located strategically in accordance with the **seven year plan** adopted by the Board of Trustees in 1986. The plan aimed at having a full-time teaching facility in each quadrant of the city and in the Leander Independent School District. Six full-time facilities are expected to serve the projected student population growth through 2000, but several of the **current facilities will need to be enlarged and some locations may change.**

The Leander Independent School District is presently served by the 620 Oaks Campus. We have recently purchased 20 acres for the Cypress Creek Campus, a permanent facility scheduled to open in the fall of 1991.

The Austin area is served in the northeast quadrant by the Rutherford Campus; in the southeast by the newly expanded Riverside Campus; in the southwest by the Southwest Campus; in the downtown vicinity by the Rio Grande Campus and in the northwest by the new Northridge Campus. We expect that the Rutherford Campus will be vacated in 1991. This structure will be replaced by the new Eastridge Campus in central east Austin.

Add to these full-time facilities 40 additional sites where the ACC district schedules credit classes. Facilities ensure accessibility of instruction. They do not ensure the availability of student support services or learning resource center materials.

Nonetheless, accessibility goes beyond bricks and mortar. **Wherever the ACC district hangs its shingle, we must be prepared to serve our students.** In pursuit of accessibility, we will:

- offer opportunities for learning to as **many people** as possible, whenever possible
- **expand accessibility** of learning resource services to include staffing, materials and equipment, particularly at locations where continued growth is expected
- provide student **support services** (advising, counseling, financial aid, admissions, learning resource services and student activities) at each full-time location as appropriate
- establish well-equipped and staffed **computer-based instructional labs** at each full-time location
- computerize the **financial aid** system to allow for accurate and rapid access to information
- integrate the **veteran's affairs** financial aid certification system with the college district's mainframe
- initiate a **loan counseling** and debt management program to ensure a decrease in the loan default rate

● develop a comprehensive **health awareness** and prevention program for AIDS, alcohol and substance abuse and other community health concerns

● plan **student activities** with input from faculty so that the activities become enriching adjuncts to classroom instruction

● support the development of **intercollegiate competitions** to promote college identity

● incorporate **alumni** efforts into improving availability and adequacy of student services programming

Diversity

According to Webster, diversity is the condition of being different. We are all different. What is the challenge to the college district raised by this word diversity? To the ACC district, diversity goes beyond simply reflecting the population demographic statistics. It means being sensitive to and aware of cultural, gender and physical differences in planning and developing instructional programs and support services. It means **creating a college environment** in which people, regardless of their roots or upbringing, will be made to feel welcome and encouraged to "stay a spell". To this end the ACC district will:

● commit to further increasing the number of **minority instructors** in both the full- and part-time faculty ranks

● consolidate student retention and special programs for minority, female and other non-traditional students under the auspices of **student services** at each campus

● plan an **employee orientation** program aimed at creating an awareness of the district's mission and of every person's role, in fulfilling that mission

● provide opportunities for faculty and staff to become knowledgeable about **international** issues

● identify and **mentor minority youths** at the secondary school level to communicate to them the benefits of an education in the ACC district

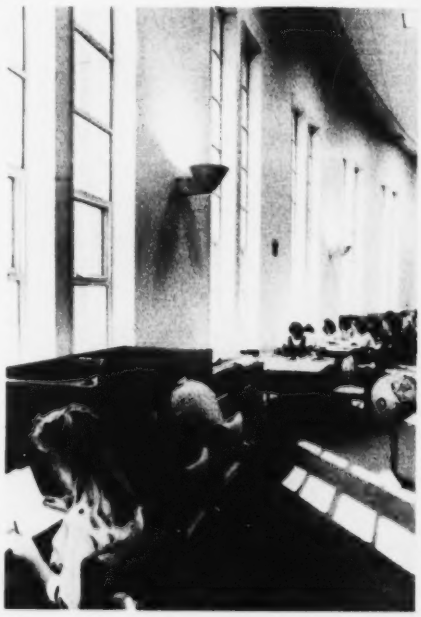
● establish a **resource center** in conjunction with student services for cross-cultural awareness

● expand student services materials and training in **cultural diversity**

● convene **public forums**, conferences and workshops on issues of joint college and community concern and

● implement a **minority leadership development** program within the faculty and professional staff ranks to promote retention among these employee groups

The College mission aims to provide a wide range of high quality educational services which meet the needs of our willing partners in learning, both those who seek our services and those whom we must seek. The goals we have established for ACC 2000 will ensure that we remain true to this guiding principle.



"ACC 2000" Committees

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Adriana Barrera, ACC 2000 Liaison

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Mike DeVault, Chair
Joyce Guillory
Guadalupe Lopez-Cox
Charles Nafus
Katherine Staples

Interagency and Community Relations
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Sheila Ammons
Larry Miller
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Richard Armenta, Chair
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Lee Hisle
Yvonne Van Dyke
Hazel Ward
Glen Woelfel

Appendix A

"ACC 2000" Charrette Community Participants

Charles Akins
Sally Andrade
Pat Angel
Juny Armus
Martin Benavidez
Joel Bennett
Elizabeth Bradshaw
G. E. Britton
Maureen Britton
L. Wayne Bryan
Roland Castaneda
Gloria Castillo
Lorene Coffee
Hank Dembosky
Larry Deuser
Charles Dews
Johnny Dunlap
James D. Feverston
Richard Finnell
Richard Galbraith
Marie Gilbert
Margaret Gomez
Cecilia Gonzales
Laura Grayson
Joe James
Joe Jerkins
Shirley W. Johnson
Roger Kintzel
Cheryl Kosta
Ann Lopez
Ann Marett
Dan McClendon
William Milstead
Nancy Rabb
Mary Ann Roe
Rudolf Sandoval
Marvin Shwiff
Melvin P. Sikes
Georgia N. R. Thomas
Ron Thomson
John Turner
Cathy Vasquez-Revilles
George Villalva
Jose Villarreal
Richard Wells
Marion Wells
Don Wilson

Appendix B

"ACC 2000" Strategic Planning Celebrity Series

DATE	SPEAKER	TOPIC
2/03/89	Dr. Carl Kuttler President St. Petersburg (Florida) Junior College	Values and Other Factors Impacting Long-Range Planning
	Dr. Peter Hirsch Executive Director California Association of Community Colleges	Integration of Values into Long-Range Planning
2/10/89	Dr. George Baker Professor, Community College Leadership Program University of Texas at Austin	Impact of Institutional Effectiveness on Long-Range Planning
	Dr. James Catanzaro President Triton College (Illinois)	Environmental Scanning as a Tool in Long-Range Planning

2/17/89	Mr. David Viar Executive Director of Association Community College Trustees (Washington, D.C.)	Impact of National Education Policy on Local Long-Range Planning Efforts
	Dr. Richard McDowell President Schoolcraft College (Michigan)	Institutional Climate and Commitment in Long-Range Planning
2/24/89	Dr. Judith Eaton President Community College of Philadelphia	The Equality of Opportunity as an Essential Goal for Community Colleges
	Dr. Robert Atwell President, American Council on Education (Washington, D.C.)	Minority Student Participation in Higher Education
2/25/89	Dr. Max Tadlock President The Tadlock Group (California)	"ACC 2000" Community Charrette
3/03/89	Dr. Richard Greenfield Executive Director College Consortium for International Studies (Pennsylvania)	International Education and Community College Education
	Dr. Paul Elsner Chancellor, Maricopa County Community College District (Arizona)	Building Community via Partnerships Beyond the Community College
4/07/89	Dr. Ed Tronaas Vice President Citrus Community College (California)	Foundations: Formation of a College Foundation
4/14/89	Dr. John Rouche Director/Professor Community College Leadership Program The University of Texas at Austin	Shared Vision
4/21/89	Dr. George Vaughan Director, Center for Community College Education George Mason University (Virginia)	Professional Development and Renewal (of faculty and administrators) in Long-Range Planning

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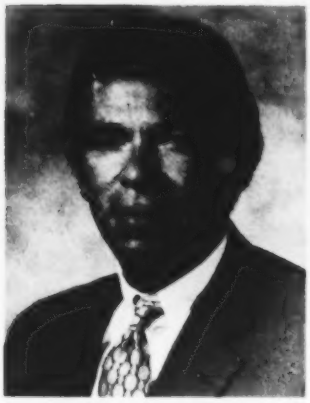

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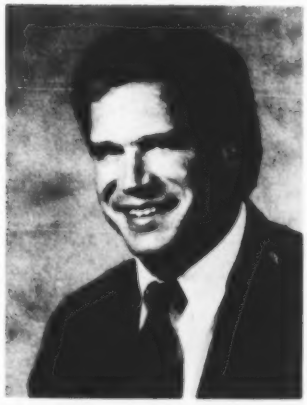

Paul Linehan

Della May Moore

Dr. Bruce M. Murray

Dr. Carol Nasworthy

Murray Shaw

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END

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